

## UoB School Curriculum Outline – GEOGRAPHY 2017/2018

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Year 7	<p align="center"><b>Chocolate</b></p> <p>A research project enables students to study learn about their classmates chocolate habits. They will learn about the different people and places around the world that are involved in the production, distribution and consumption of chocolate and the complex issues that arise from this.</p>		<p align="center"><b>Microclimates</b></p> <p>Students study the microclimate of the University of Birmingham School's site exploring the factors that affect it. We explore what impacts these have on a regional level; studying the urban heat island. They will understand how physical and human factors affect the weather and can fundamental impact on the global climate.</p>		<p align="center"><b>Brazil</b></p> <p>Brazil provides a basis to explore synoptic links between physical, human and environmental Geography. Students study the rainforest and the issues that arise when humans interact with a natural environment. Students complete an independent investigation on Brazil. Some will be selected for the UoB Travel Guide which is published annually.</p>	
Year 8	<p align="center"><b>Tectonic Hazards</b></p> <p>Case studies enable students to study tectonic hazards such as earthquakes, volcanoes and tsunamis. The aim is to understand the distribution of world events, understand the social, economic, and environmental impacts and how to predict, prepare and protect against these events.</p>		<p align="center"><b>Population</b></p> <p>Students study the distribution of people around the world and understand the causes and effects of migration. As the global population continues to rise students will understand the complex management of these issues through case studies.</p>		<p align="center"><b>Antarctica</b></p> <p>Antarctica provides a basis to explore synoptic links between physical, human and environmental Geography. Students will learn about the fragile environment and the impact we are having on the ecosystem.</p>	
Year 9	<p align="center"><b>Energy and Climate Change</b></p> <p>Students will study a range of fossil fuels and renewable energies and the implication of our consumption on our world.</p>		<p align="center"><b>The Water Cycle (Rivers and Coasts)</b></p> <p>Students study how water changes the land. They will explore the processes that create river and coastal landforms They will understand the impacts of flooding and how to manage these constantly changing landscapes.</p>		<p align="center"><b>Globalisation</b></p> <p>Students study the factors that have led to globalisation rapidly evolving over the last 60 years. They will learn about the movement of capital, goods and people and how their individual decisions can have a global impact.</p>	

<p style="text-align: center;">Year 12 Edexcel (*Taken from specifications)</p>	<p style="text-align: center;">Miss Exton</p>	<p style="text-align: center;"><b>Tectonic Processes and Hazards</b></p> <p>Tectonic hazards – earthquakes, volcanic eruptions and secondary hazards such as tsunamis  – represent a significant risk in some parts of the world. This is especially the case where active tectonic plate boundaries interact with areas of high population density and low levels of development. Resilience in these places can be low, and the interaction of physical systems with vulnerable populations can result in major disasters. An in-depth understanding of the causes of tectonic hazards is key to both increasing the degree to which they can be managed, and putting in place successful responses that can mitigate social and economic impacts and allow humans to adapt to hazard occurrence.*</p>	<p style="text-align: center;"><b>Landscape Systems, Processes and Change: Coastal Landscapes and Change</b></p> <p>Coastal landscapes develop due to the interaction of winds, waves and currents, as well as through the contribution of both terrestrial and offshore sources of sediment. These flows of energy and variations in sediment budgets interact with the prevailing geological and lithological characteristics of the coast to operate as coastal systems and produce distinctive coastal landscapes, including those in rocky, sandy and estuarine coastlines. These landscapes are increasingly threatened from physical processes and human activities, and there is a need for holistic and sustainable management of these areas in all the world's coasts. Study must include examples of landscapes from inside and outside the UK.*</p>	<p style="text-align: center;"><b>Revisions and exams</b></p>	<p style="text-align: center;"><b>Non-Examined Assessment (NEA) (A2)</b></p>
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	Miss Till	<p style="text-align: center;"><b>Globalisation</b></p> <p>Globalisation and global interdependence continue to accelerate, resulting in changing opportunities for businesses and people. Inequalities are caused within and between countries as shifts in patterns of wealth occur. Cultural impacts on the identity of communities increase as flows of ideas, people and goods take place. Recognising that both tensions in communities and pressures on environments are likely, will help players implement sustainable solutions.*</p>	<p style="text-align: center;"><b>Shaping Places: Regenerating Places</b></p> <p>Local places vary economically and socially with change driven by local, national and global processes. These processes include movements of people, capital, information and resources, making some places economically dynamic while other places appear to be marginalised. This creates and exacerbates considerable economic and social inequalities both between and within local areas. Urban and rural regeneration programmes involving a range of players involve both place making (regeneration) and place marketing (rebranding). Regeneration programmes impact variably on people both in terms of their lived experience of change and their perception and attachment to places. The relative success of regeneration and rebranding for individuals and groups depends on the extent to which lived experience, perceptions, and attachments to places are changed.*</p>		<p style="text-align: center;"><b>Begin Year 13 topic: The Carbon Cycle and Energy Security</b></p>
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<p style="text-align: center;">Year 13 Edexcel (*Taken from specifications)</p>	<p style="text-align: center;">Miss Exton</p>	<p style="text-align: center;"><b>The Carbon Cycle and Energy Security</b></p> <p>A balanced carbon cycle is important in maintaining planetary health. The carbon cycle operates at a range of spatial scales and timescales, from seconds to millions of years. Physical processes control the movement of carbon between stores on land, the oceans and the atmosphere. Changes to the most important stores of carbon and carbon fluxes are a result of physical and human processes. Reliance on fossil fuels has caused significant changes to carbon stores and contributed to climate change resulting from anthropogenic carbon emissions. The water and carbon cycles and the role of feedbacks in and between the two cycles, provide a context for developing an understanding of climate change. Anthropogenic climate change poses a serious threat to the health of the planet. There is a range of adaptation and mitigation strategies that could be used, but for them to be successful they require global agreements as well as national actions.*</p>	<p style="text-align: center;"><b>The Water Cycle and Water Insecurity</b></p> <p>Water plays a key role in supporting life on earth. The water cycle operates at a variety of spatial scales and also at short- and long-term timescales, from global to local. Physical processes control the circulation of water between the stores on land, in the oceans, in the cryosphere, and the atmosphere. Changes to the most important stores of water are a result of both physical and human processes. Water insecurity is becoming a global issue with serious consequences and there is a range of different approaches to managing water supply.*</p>	<p style="text-align: center;">Revisions and exams</p>	
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	Miss Till	<p style="text-align: center;"><b>Superpowers</b></p> <p>Superpowers can be developed by a number of characteristics. The pattern of dominance has changed over time. Superpowers and emerging superpowers have a very significant impact on the global economy, global politics and the environment. The spheres of influence between these powers are frequently contested, resulting in geopolitical implications.*</p>	<p style="text-align: center;"><b>Global Development &amp; Connections: Migration, Identity and Sovereignty</b></p> <p>Globalisation involves movements of capital, goods and people. Tensions can result between the logic of globalisation, with its growing levels of environmental, social and economic interdependence among people, economies and nation states and the traditional definitions of national sovereignty and territorial integrity. International migration not only changes the ethnic composition of populations but also changes attitudes to national identity. At the same time, nationalist movements have grown in some places challenging dominant models of economic change and redefining ideas of national identity. Global governance has developed to manage a number of common global issues (environmental, social, political and economic) and has a mixed record in its success in dealing with them. It has promoted growth and political stability for some people in some places whilst not benefiting others. Unequal power relations have tended to lead to unequal environmental, social and economic outcomes.</p>		
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